

HANDOUT: EVALUATION

CONCEPT DEFINITION	Throughout the service experience, youth and adults should analyze the process (what was done) and the impact (results) of the service. Effective evaluation is essential for assessing the outcomes of service-learning programs, for making decisions about improving the program, and for strengthening support for the program in the school district and community. The best evaluation efforts are woven into the fabric of the program from its inception. Initial questions focus on information that is needed and desired, identification of those who will use the evaluation information, and determination of the appropriate methods for collection of the needed information. Creation of performance measures are required for Learn and Serve Indiana programs.
KEY ASPECTS	Strong evaluation allows all service-learning partners to reflect upon the work that has been accomplished. It also allows us to determine whether this work was successful or not – without evaluation, it is unclear whether a project/program “did what it was supposed to do.” Evaluation can include both quantitative methods (comparisons between groups) and qualitative methods (examination of one particular experience).
STRENGTHS AS A DIFFERENTIATION PRACTICE	Evaluation guides and supports the development for each of the other seven elements of service-learning. In order to ensure the strength of any of these other elements, service-learning practitioners must examine logically and consistently whether or not they are being met. While some require more formalized evaluation (for example, curricular connections), others might allow for more flexibility (for example, reflection and celebration).
ISSUES	More often than not, service-learning projects/programs are limited due to the review of evaluation issues toward the end rather than the beginning of work. S.L.A.B. members should take the time to recognize the impact of good evaluation on ensuring that a service-learning sequence will be a strong one and meet both community goals and curricular objectives. Training around evaluation should include information related to performance measures, linking service-learning experiences with curricular expectations, and the development of a formative process of reviewing a project/program.
IMPLICATIONS FOR STUDENT LEARNING	Evaluation is a critical component of reflection; in order for students to deeply appreciate their experience, they must begin to understand the implications of those experiences on their growth and learning. As such, evaluation provides a context for deep and meaningful thinking about service-learning. Students of all age levels should be involved in thinking about whether their project/program is meeting the identified needs and curricular expectations set forth at the beginning.
OTHER CRITICAL ASPECTS	<p>Do your projects require “deep thinking?” Bloom’s Taxonomy identifies the level of a project/program and refers to the cognitive, mental, or thought complexity called for by that program. Your S.L.A.B. should take the time to identify the depth of what the service experience expects. Bloom’s taxonomy includes 6 levels of cognitive complexity:</p> <ol style="list-style-type: none"> 1. Knowledge - objectives at the knowledge level require the students to remember. 2. Comprehension - objectives at this level require the students to understand an aspect of the curriculum. Students must change the form, to restate, to see connections or relationships, or draw conclusions. 3. Application - objectives written at this level require the student to use previously acquired information in a setting other than that in which it was learned. 4. Analysis - objectives written at this level require the student to identify logical errors or to differentiate among facts, opinions, assumptions, hypotheses, or conclusions. 5. Synthesis - objectives written at this level require the student to produce something unique or original, to solve a problem in a unique way, or to combine parts to form a unique or novel whole. 6. Evaluation - objectives written at this level require the student to form judgments about the value or worth of methods, ideas, people, or products that have a specific purpose.

HANDOUT: EVALUATION SELF-EVALUATION

The following evaluation should be completed by Service-Learning Advisory Boards, teachers, service-learning coordinators, community partners, and especially youth to determine how evaluation has been a critical element in the development, continuation, and completion of a program/project.

COMPLETED BY: _____

DATE: _____

	DONE	IN PROGRESS	NEED TO DO	DON'T KNOW
1. The S.L.A.B. has an active, highly engaged evaluation team that examines how performance measures and project/program objectives are developing and being met.				
2. The evaluation process is ongoing and regularly is used to reflect upon the strength of the project/program.				
3. The evaluation process was used in working with community partners in determining an important community need that could provide for a powerful and dynamic service experience.				
4. Students and teachers use performance measures and curricular objectives to clarify early in the project/program about how academic requirements are enhanced by service.				
5. The S.L.A.B. determines a logical and organized process for determining case study projects that will be used to represent their corporation-wide program (ensuring that case studies are representative across schools, students, and experiences).				
6. Curriculum and service-learning experiences are evaluated regularly to ensure that they are significant, profound, and transformative and meet district priorities for curriculum.				
7. Training is developed that ensures that students, community partners, and all S.L.A.B. members are prepared to utilize evaluation to assist with the development of service-learning projects/programming.				
8. Project successes and challenges are examined based on whether or not they meet performance measures and project goals/objectives identified early in the program/project.				
9. Celebration ensures that the community has access to and sees/hears information gathered systematically during the evaluation process.				
10. Reflection involves discussions about information received through the evaluation process before, during, and after the service experience.				